

Library Media Curriculum FIFTH GRADE

Standards	Learning Targets
<p><u>AASL:</u></p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.5 Use information technology responsibly.</p> <p>2.1.2 Organize knowledge so that it is useful</p> <p>2.1.4 Use technology and other information tools to analyze and organize information</p> <p>2.4.1 Determine how to act on information (accept, reject, modify)</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess</p> <p>3.1.6 Use information and technology ethically and responsibly</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements</p> <p><u>METS:</u></p> <p>3-5.CI.2 Use a variety of technology tools and applications to demonstrate their creativity by creating or modifying works of art, music, movies, or presentations</p> <p>3-5.CC.1 Use digital communication tools and online resources for group learning projects</p> <p>3-5-2.CC.3 Use a variety of media and formats to create and edit products to communicate information and ideas to various audiences</p> <p>3-5.RI.1 Identify search strategies for locating information with support, from teachers and school library media specialists</p> <p>3-5.RI.2 Use digital tools to find, organize, analyze, synthesize, and evaluate information</p> <p>3-5.RI.3 Understand and discuss that web sites and digital resources may contain inaccurate or biased information</p>	<p>Love of Reading</p> <ul style="list-style-type: none"> ● Make connections between reading and personal interests ● Share information about an author and/or book using various formats ● Read from a variety of formats ● Demonstrate respect for library space ● Evaluate grade appropriate quality children’s literature ● Understand how to access eBooks and eMagazines from GP library catalog ● Understand apps that work best with the GPPL digital collection <p>Information Literacy</p> <ul style="list-style-type: none"> ● Select and use appropriate sources, including specialized reference sources and databases ● Demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently, drawing on information from multiple print or digital sources ● Recognizes multiple formats exist for citing sources ● Identify ways to find trusted information ● Compare and contrast the overall structure of events, ideas, concepts, of information in two or more texts ● Analyze multiple accounts of the same event or topic, noting important similarities and differences ● Integrate information from several texts on the same topic ● Conduct short research projects <p>Digital Citizenship</p> <ul style="list-style-type: none"> ● Recognize benefits and safety concerns of contributing information online ● Identifies digital resources that are copyright free ● Give credits to author and publications ● Uses technology responsibly to pursue personal interest ● Uses technology in ways that assist others ● Understands how communication is different online versus face to face ● Works in teams to produce original works or solve problems ● Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling ● Provides examples of cyber bullying

3-5.RI.4 Understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

3-5.CT.2 Use information and communication technology tools to collect, organize, and evaluate information to assist with solving problems

3-5.DC.1 Discuss scenarios involving acceptable and unacceptable uses of technology.

3-5.DC.2 Recognize issues involving ethical use of information (e.g., copyright adherence, source citation)

3-5.DC.3 Describe precautions surrounding personal safety that should be taken when online

COMMON CORE:

Craft and Structure

CC.5.R.I.5 Compare and contrast the overall structure (e.g., chronology, comparison cause/effect, problem/solution) of events ideas, concepts, of information in two or more texts

CC.5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CC.5.R.I.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.5.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Presentation of Knowledge and Ideas

CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main idea or themes.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Media Technology

- Identifies which technology tool to use to accomplish a particular task
- Choose a digital tool to create a multimedia project
- Explore tools to help with personal learning styles
- Understands difference between the terms Internet, WWW, browser and search engine
- Understands how to access a search engine and apply advanced searching techniques to filter results
- Understands factors to be considered to help determine if a website is authoritative
- Understands and can access various magazine databases to find trustworthy information during research

CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Vocabulary

- Advanced Searching
- Analyze
- Atlas
- Authoritative
- Bibliography
- Boolean Operators
- Browse
- Browser
- Call Number
- Citing Sources
- Collaboration
- Cyber Bullying
- Cyber Safety
- Database
- Digital Footprint
- Digital Product
- Digital Resource

- Electronic Resource
- Encyclopedia (Print & Online)
- Graphic Organizer
- Hoax
- Interaction
- Internet
- Inquiry
- Keyword Search
- Legend
- Magazine Database
- Multimedia
- Nonfiction
- Note Taking
- Online Sources
- Pathfinders
- Picture File

- Plagiarism
- Podcast
- Presentation Tools
- Search Engines
- Search Directories
- Search Tools
- Source
- Student Search Engines
- Supporting Details
- Types of Websites
- Web Resource
- Website Evaluation
- Works Cited
- World Wide Web

Sample Resources and Assessments

Resources

- In Depth Research Project
- Authoritative Resources (print and online), Locating facts from multiple sources
- Digital tools to share research (Glogster, Prezi, Popplet)
- Create a Works Cited Page
- Black History research project
- Book talk podcasts
- [Michigan Cyber Safety Initiative](#) from MI State Attorney General's Office
- [What is the Internet Interactive](#)
- [What Is A Browser Video](#)
- [What Is a Browser #2 Video](#)
- [Internet Searching Interactive](#)
- [How Search Works Video](#)
- [Trusting What You Find Online Interactive](#)
- [Evaluating a Website Interactive](#)
- [Subscription Database and Better Searches](#)
- [Cyber Bullying Interactive](#)
- [Stand Up to Cyber Bullying Video](#)
- [The Cyberbullying Virus Video](#)
- [MI BOE Model Anti Bullying Policy](#)
- [I.M. Honest vs. Cheatum A. Lot Script](#)
- [Boston Tea Party Research Project Intro](#)
- [Digital Collection Brochure from GPPL](#)

Assessments

- [Internet Unit Pre Assessment](#)
- [Google Advanced Search Worksheet](#)
- [Real or Hoax Website Worksheet](#)
- [Evaluating a Website Form](#)
- [Subscription Database Worksheet](#)
- [Internet Unit Post Assessment](#)
- [Boston tea Party Research Graphic Organizer](#)
- [Student Sample Glogs](#)
- [Bibliography Form for Boston Tea Party Research](#)